TABLE OF CONTENTS

ACKNOWLEDGMENTS
Philip H. Dreyer vi
INTRODUCTION TO THE 57TH YEARBOOK
Philip H. Dreyer vii
LETTERS OF COMMENDATION
Philip H. Dreyerix
CONSTRUCTING NARRATIVES FOR
UNDERSTANDING
Nona Lyons
A THEORETICAL FRAMEWORK FOR
READING RECOVERY: EARLY
INTERVENTION TO ASSURE SUCCESS
Gay Su Pinnell, Patricia R. Kelly, Judith Neal 18
TEACHING FIRST GRADE STUDENTS
TO READ: A DISCUSSION ABOUT
READING RECOVERY
Susan Abel
"GOOD" GROUPS: LEARNING FROM
LEARNERS IN FIRST GRADE
Greta Nagel
0.000.000

THEY WHO DAKE TO TEACH
Marilyn Hanf Buckley 65
CHILDREN AS TEACHERS
Lil Thompson
QUILTMAKING: A WHOLE LANGUAGE
EXPERIENCE
Nancy Bonsangue 82
THE CLASSROOM AS AN ANTHROPOLOGICAL
DIG: THE CALIFORNIA LEARNING
RECORD (CLR) AS A FRAMEWORK FOR
ASSESSMENT AND INSTRUCTION
Susan Miserlis
TEMPERAMENT AND THE CLASSROOM
LEARNER
Laurel Wilson
TELEVISION AND MIDDLE SCHOOL
CHILDREN'S READING
Janice Van Dyke
RESULTS FROM THE RIGHT SIDE UP TEST:
A CROSS-CULTURAL STUDY OF YOUNG
CHILDREN IN THE UNITED STATES AND
CHINA
<i>Mark Polland</i>

PASSAGES: ALUMNI VIEWS OF EVOLVING TEACHING AND RESEARCH IN EDUCATION
Joan Mims
TEACHER EDUCATION POLICY: THE
MATURATION OF A RESEARCH TOPIC
Dennis Tierney
MEDIA LITERACY: THE TIME IS NOW
John S. Caputo
LEARNING FROM RESEARCH PARTICIPANTS
Grace E. Grant
NOTES ON CONTRIBUTORS
Philip Dreyer